**World Language**

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| **Language / Level** | **Spanish – Grade 5** |
| **Performance Range** | **Novice Mid/High** |
| **Stage 1: Desired Results** | |
| **Theme/Topic** | **Exploring Time and Place: Let’s Explore Mexico** |
| **Essential Question** | **What makes a place special?** |
| **Learning Scenario** | |
| Students will begin by getting to know their fellow “travelers”. Students will prepare for and then “travel” to various locations in Mexico. They will begin their trip in Oaxaca where they will explore the places, food, animals and other unique characteristics. They will talk about what they like and don’t like and will comment on what they want to do while there. They will continue to explore Mexico as they visit Mexico City and the Yucatan. While in Mexico they will observe a Day of the Dead celebration and will visit the Monarch Butterfly preserves. As they travel they will create a “scrapbook” that they will share with others. | |
| **Unit Goals** | |
| Learners will be able to:   * Introduce themselves to others, inquire about how others feel and find out where they live * Say what they like to do both at home and while traveling in Mexico * Describe Mexico and places in Mexico * Describe animals that live in Mexico * Talk about what they want and don’t want to do both at home and in Mexico * Make simple comparisons between US and Mexico - weather, flags, food | |

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| **Stage 2: Assessment Evidence** | |
| **Summative Performance Tasks** | |
| **Interpretive** | |
| * Students will select an appropriate image based on what they hear being described. * Students will match simple written descriptions to images. * Students will look at simple tourist ads and comment on what they understand. | |
| **Presentational** | **Interpersonal** |
| Students will create a multimedia journal that includes information about their trip to Mexico. They will share this journal with others. Journal - pictures and captions of their trip to each region of Mexico. | Students will share pictures from their trip with others and will ask and answer questions to find out what they and others like and want to do. |

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| **Can Do Statements** | | | | |
| **Interpretive** | | * (L) I can recognize a place that is being described when I hear key details. * (R) I can read tourist captions and connect them to appropriate images. * (R) I can read a world map and locate countries and continents where Spanish is spoken. | | |
| **Presentational** | | * (S) I can say where Spanish is spoken and indicate where the country is. * (W&S) I can create a journal and share simple facts about my trip to Mexico. * (S) I can describe images of Mexico saying what I where I want to go, what I want to do and eat. * (S) I can describe animals. | | |
| **Interpersonal** | | * I can have a simple conversation to get to know another person. * I can talk about what I want to see and do while traveling in Mexico. | | |
| **Supporting**  **Functions** | | | **Supporting**  **Structures/Patterns** | **Priority**  **Vocabulary** |
|  | greet and leave others | | Hello (Greetings) | greetings  names  feelings  Activities - associated with Mexico  Weather  Animals - iguana, Monarch, Jaguar  Adjectives - size, color  Mexican foods |
|  | ask for and give names | | What is your name?  My name is…. |
|  | ask others and say how I am feeling | | How are you?  I’m fine, tired, scared, etc. |
|  | ask and answer questions about where Spanish is spoken | | Where do they speak Spanish.  They speak Spanish in…. |
|  | ask others and say where I am from | | Where are you from?  I am from….(countries) |
|  | name the continents and identify continents where Spanish is spoken | | I am from (country) in/on (continent) |
|  | Compare flag of Mexico and US | | The flag of Mexico is…, but the flag of the US is…. |
|  | say how I prefer to travel to Mexico. | | by car, plane, etc.  Let’s go to Mexico. |
|  | State some simple facts about Oaxaca, Mexico City and the Yucatan and ask questions to get information. | | Where is Oaxaca.  Oaxaca is in Mexico.  What is it like?  Are there…. |
|  | Talk about what I and others want or don’t want to visit Oaxaca, Mexico City and the Yucatan | | Do you want to visit?  I want to visit (Mexico).  Do you prefer (x) or (y)?  I want to visit (x).  No, I don’t want to…  Yes, because  Let’s go |
|  | talk about what I and others like and don’t like to do in Oaxaca, Mexico City and the Yucatan | | What do you like to do?  I like to…don’t like to… |
|  | Talk about what I and others want to eat and drink Oaxaca, Mexico City and the Yucatan and give an opinion of the food. | | Do you want to eat (food)  Yes, it looks good...  Do you like…  Yes, I like..  No, I don’t like |
|  | Name and describe animals unique to Oaxaca, Mexico City and the Yucatan | | What is that?  It’s …  Indefinite articles  Ser  Adjectives/colors  Adjective agreement |
| **Resources** | | | | |
| **Spanish** | | Websites  [Tito Curioso](http://www.paismaravillas.mx/) - informational site about Mexico from child perspective  [oaxaca is guelaguetza!](http://www.mexonline.com/history-guelaguetza.htm)  Videos  [Soy Mexico](https://www.youtube.com/watch?v=kU6nK3v9ld4)  [Compromiso por el Turismo de México](https://www.youtube.com/watch?v=TGV9In3n-h0)  [Mexico Tourism](https://www.youtube.com/watch?v=_SPz_Jpf3aA)  [Dime Jaguar - Song](https://www.youtube.com/watch?v=iBWy7SCm3dA)  [Mexico City Vacation Travel Video Guide](https://www.youtube.com/watch?v=nrHtTmBNc6c) - authentic life and Palacio Nacional  [Cobertura Guelaguetza: Sones y Chilenas, Santiago Pinotepa Nacional](https://www.youtube.com/watch?v=tzIkzsYbLyo)  [Flight of the Butterflies 3D](http://www.si.edu/Imax/Movie/71?scrlybrkr=1efbb568) - Monarchs, Smithsonian Institute video  [Free Passport Template](https://www.teacherspayteachers.com/Product/PASSPORT-1238529)  [Materials for purchase on Mexico - A to Z](http://www.atozteacherstuff.com/Themes/Mexico/index.shtml) | | |
| **Stage 3: Learning Experiences** | | | | |
| **Mode** | | **Key Learning Activities/Formative Assessments** | | |
| *Hook* | |  | | |
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